

South Dakota Health Education Standards - Rationale Statements

A rationale statement is provided for each of the SDHES. The eight rationale statements illustrate the importance of each standard and is intended to provide additional clarity, direction, and understanding.

Standard 1: Comprehending Concepts

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth.

- This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Standard 2: Analyzing Influences

Health is affected by a variety of positive and negative influences within society.

- This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

Standard 3: Accessing Information

Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems.

- This standard focuses on how to identify and access valid health resources and how to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

Standard 4: Interpersonal Communication

Effective communication enhances personal, family and community health.

- This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Standard 5: Decision Making

Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors.

- This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

Standard 6: Goal-setting

Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors.

- This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Standard 7: Self-Management

Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors.

- This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Standard 8: Advocacy

Advocacy skills help students promote healthy norms and healthy behaviors.

- This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.